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ABSTRACT

Extended in-depth role-playing and simulation, used effectively in the social sciences for some time, is seen as being a particularly effective technique for the intermediate level foreign language class. This paper describes a teaching unit of six or seven weeks, developed for use in the third or fourth semester of college level German, which consists of a simulation of family life in the German language area. Students are assigned roles as citizens of the ficticious community "Scheinburg" (pretended town) and as members of a family. Alternate class days are used exclusively for playing out realistic activities within families, such as goal-setting, problem-solving, and casual conversations, as well as social activities among families including serious discussions, informal entertaining, and observances of special occasions. Intervening class days are used for vocabulary building and study of cultural resources for information regarding education, political issues, family spending, celebrations, etiquette, etc. This approach provides a change of pace and maximizes student involvement and oral participation. Teaching aids for the simulation activities, in both German and English, are attached as well as a list of supplementary resources. (Author/AMH)

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'LIVING' THE LANGUAGE THROUGH SIMULATION

A Paper Presented at the

Central States Conference on the Teaching of Foreign Languages

Louisville, Kentucky

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by

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The purpose of this paper is to describe an extended simulation, developed and used as a six-week unit of instruction for a college-level, intermediate German class. It is called Scheinburg which means "pretend town." In this simulation students are assigned roles as citizens of the community of Scheinburg and as members of a particular family. The simulation then takes the form of role-playing real life experiences such as goal-setting, problem solving, discussions, and family celebrations. While you may not wish to duplicate this simulation in its entirety, I hope that you may gain some ideas which you can adopt to your own teaching situation.

The original impetus for this project came from hearing about a research experiment which was carried out in an elementary school. During an economics unit one sixth grade class actually manufactured and marketed an item, while another class learned in the traditional way from books and teacher. As one might guess, the class which learned through actual experience made significantly greater gains in learning and retention than did the control group. This inspired me to try to find ways to bring more experiental learning into my foreign language classroom.

A few months later I attended a faculty development seminar which focused on "Simulation Games." Of course, I had been aware of the existence of simulation games for some time. I knew, for example, that they were used extensively at our college in the social sciences. In fact, a course in Social Psychology has used a textbook called Psych City.[1] The central idea of this text is that students learn how a city functions by simulating aspects of life in a fictitious town, especially the decision-making processes. Each student is given a specific role to play in the community, town meetings are held, and a newspaper is published. The enthusiasm of the students who are in this course is evident throughout the campus. I had also heard of the simulation games Sim Soc[2] and BaFa BaFa[3], but,

prior to this faculty seminar, I had not thought of the applicability of this technique to my language classes. I decided to do some library research on simulation and to develop something which would be useable in my teaching.

I would like to give now a brief summary of what I learned from readings on simulations. Ron Stadklev[4] has been one of the recognized leaders in simulation gaming. He defines a simulation game as "a sophisticated technique involving role taking within the context of a comparatively complex social model of an actual or hypothetical social process instilled into game form." Abt goes on to describe simulation as an attempt to recreate dimensions of reality for instructional purposes. This model of reality involves a setting or scenario, roles to be assumed and carried out, problems to be confronted, constraints or rules, and an outcome or set of outcomes.[5]

As indicated in Berger et al, the field of Social Psychology has been a forerunner in developing simulation games for teaching purposes.[6] Since the early 1960's simulation games have become very popular in many areas of the social sciences and are acknowleged as effective learning devices. However, literature on the teaching of foreign languages contains few references involving in-depth simulation. Some of the teachers who have used it are Ross and Walmsley,[7,8] who conducted a simulation with the setting in a hotel; Kramsch,[9] who has developed a simulation of a German court trial; and Sinka,[10,11] who describes a course in which students progress through various life stages.

Simulation is a teaching technique ideally suited to foreign languages. We all know how much faster one learns when one is in the foreign culture. If this is not possible, then in-depth simulation is the next best thing. Through extended role-playing the identification with speakers of the target language is increased. This is a key factor in language learning. Gardner

and Lambert verify this when they say, that the key to learning a foreign language lies in being "psychologically prepared to adopt various aspects of behavior which characterize members of another linguistic-culture group."[12] Simulation is also a motivating device which helps students overcome linguistic inhibitions and increase their fluency, while learning experientially about aspects of the German culture. Gamson points out that education can be successful only when it ensures that students are active participants in the learning process rather than merely passive recipients."[13] Grittner goes on to say that, "Retention is more likely to be permanent when the material learned is in the context of active, real-life experiences or adequate simulations thereof."[14]

Simulation also helps students to learn experientially about the target culture. Pfister and Borzilleri emphasize that focusing on culture is a viable means to revitalize the foreign language classroom.[15] However, the mere intellectual discussions of customs, attitudes, values, and issues is, of course, much less interesting and meaningful than a realistic experience with them. We can sum up then the values of this methodological tool with the following: Simulation gaming, which focuses on culture, is a teaching technique which aids in increasing

(1) the knowledge of culture

(2) student identification with target culture

(3) oral fluency, resulting from more student-talk

(4) motivation

(5) retention of material learned

It is an integrated experience approach which adds realism to a foreign language class and promotes both cognitive and affective learning.

As stated in the introduction, this simulation was designed for, and has been used in a college German class, specifically, the third semester, but it

would be appropriate in any language at any level beyond the first year, in high school or in college, in courses which focus on culture and on developing speaking skills. The intermediate level was chosen because this is the stage at which enthusiasm for learning a foreign language is apt to lag. It gives a fresh approach to grammar review, cultural learning, and conversational practice.

Although flexible in design, the unit was planned for twenty-eight to thirty (fifty-minute) class sessions (in other words, six to seven weeks, depending on the number of times per week that a class meets), with every second day devoted to the actual simulation and alternate days used for preparation, which includes cultural research, vocabulary learning, and grammar review. The simulation can be adapted to class sizes of from ten to twenty-five students, perhaps even more.

The particular simulation unit described in this presentation focuses on the everyday aspects of life in families and in social situations in Germany, Austria, and Switzerland. These two aspects of culture, family and social life, were chosen from Pfister and Borzilleri's list of five major categories of cultural concepts, which are: 1) the family and the personal sphere, 2) the social sphere, 3) political system and institutions, 4) environmental sphere, 5) religion and the arts.[16] The first two of these categories--the family and the personal sphere and the social sphere--were selected as most appropriate for students whose language skills are still very limited. Students find it easiest to identify with characters like those they encounter in their own culture.

The simulation is named Scheinburg, which means "pretend town." Scheinburg could be located anywhere in one of the German-speaking countries. Each student is assigned an identity as a citizen of this town and as a member of a particular family. The simulation then takes the form of role-playing experiences in and

among families. Anything which could happen in a family is potential material for a Scheinburg simulation.

In order to help you understand this simulation, I will describe how it was constructed. Role-playing is central to simulation gaming. Therefore, I decided that I would like to have authentic role models for my students who would be participating in the simulation, In order to obtain these role-models, I spent a summer in the countries of West Germany, Austria, and Switzerland interviewing people of various ages and walks of life. All in all, I visited in the homes of eighteen different families and conducted interviews with a total of thirty-seven individuals of these families. A questionnaire (Appendix A) provided the basis for these interviews and the interviewees' responses to the questions were recorded on tape. The respondents and their environment were photographed. Both slides and prints were made of these pictures and a typed transcription was made of the tapes. These thrity-seven people provide a pool of authentic role models for the simulation. There are representatives from all three German-speaking countries of Germany, Austria, and Switzerland. They range in age from thirteen to over seventy, and they represent a wide variety of occupations and attitudes toward life. There are also different levels of educational background represented. Although it is not necessary to the simulation to have actual people for role models, it adds a dimension of realism and the tapes ensure authenticity of information and pronunciation.

The first step in using a simulation in the classroom is to introduce the students to role-playing. Role-playing necessary for an extended simulation is much more involved than that employed in the situations typically acted out in a foreign language class, such as ordering a meal in a restaurant, buying a railroad ticket, or renting a room in a hotel. To emphasize the difference, a psychologist was invited to the foreign language class. He introduced the

role-playing from a social scientist's point of view, and explained that in true role-playing, it is necessary to actually think and feel as the role model. I believe that this is a particularly important step in the preparation of students for the simulation experience. Students should not be asked to role-play in a foreign language before they understand how to do it in English. Even if the teacher is experienced in leading role-playing, the presence of an outsider adds authority to the concept and underscores its importance.

The second step is to assign roles and designate families. The teacher decides how many families to have and their composition. Family size can vary from two to four persons, with individuals (role models) ranging in age from the teens to retirement. It is helpful to have role-models from each generation so that various problems and viewpoints can be presented. While a balance of males and females is convenient, it is not at all essential. Family units may consist of all women, such as mother, grandmother, and daughter, or of all men. As is true in real life, there may be single parent families, or existing family members may be away from home for a variety of reasons. Younger children can be assumed, but need not be role-played.

The teacher must anticipate the direction the simulation is apt to take and consider students' ability to adapt to the requirements of the particular roles, For example, will there be a romance develop between two of the individuals, perhaps leading to an engagement and marriage? If so, the students chosen to play these roles must be mature enough to handle the activites in this connection without embarrassment. Some students enjoy playing a different age level more than others. Students could be asked to indicate a first and second choice preference as to age level of role model.

Another important consideration is determining which individuals can function together as families. It may not be best to put close friends in the

same families. Students could be asked here also to indicate preferences, such as naming several students with whom they feel they can work well. The teacher might then use this information as a guide. However, in real life people do not choose their family identity; real people do not always even like the other members of their family. Being in a family is an opportunity to get to know other students better. Students can be challenged to adapt and get along as part of the learning process. In any event, there is opportunity for much interchange among families, so one is not restricted to interaction only within the family.

The teacher's role is that of an all-knowing, ever-present diety. I chose the name Fortuna (goddess of fortune). As a diety the teacher may let the simulation develop as determined by the participants, or intervene whenever this seems advisable. The planned form of intervention is through Ereigniskarten (Special Event Cards) and Schicksalskarten (Fate Cards). (Appendix B and Appendix C)

During the course of the simulation each family will receive at least one Ereigniskarte (Special Event Card) which gives directions to plan an event to which the other families will be invited. These are typical events in the family life of the target culture--a christening, a birthday party, a wedding anniversary, a confirmation, a house-warming, perhaps even an engagement party and a wedding. Seasonal celebrations such as Christmas and Fasching or Karneval could be included; however, students usually are introduced to these cultural phenomena in regular classes so these were not included here. Each of the special events provides a stimulus for students to research how people of the foreign language area observe these occasions. The host family must issue invitations, decide on food, and plan the organization of the actual event which is then simulated, in greatly abbreviated form, of course. Guests must select appropriate gifts, decide what to wear, and be able to carry on suitable conversations when they attend the event.

Schicksalskarten (Fate Cards) are distributed to the appropriate persons at any time. Their purpose is to keep the simulation interesting and moving. As soon as a family seems in danger of running out of something to talk about, Fortuna delivers a card which introduces a fresh element.

Besides distributing the Fate Cards and Special Event Cards, the diety is also able to communicate at any time with a person individually, or with the entire community together. Therefore, the teacher can merely observe, or give directions, hints, ideas, information, and help as needed.

After being introduced to role-playing in English and being assigned a role, the next step is for students to become thoroughly familiar with their role models. In my simulation I am able to provide each student with a picture of the role model, both slide and print, and an audio cassette, together with a written transcription of the role model's answer to the questionnaire. Let me stress that it is not essential to the simulation to have actual living role models, but it does add an interesting dimension. Ficticious personalities, perhaps with the help of the students themselves, could also be devised. The only necessity is that they be culturally authentic. Before the simulation actually begins, students are tested by being asked to reproduce in written form the answers to the questionnaire (Appendix A) in a manner which is consistent with the personality of the role model.

After the role-model testing, the class is ready to engage in the actual simulation. As already stated, this is carried out every second class period, with alternate days being used in preparation. This preparation includes the learning of pertinent vocabulary, researching cultural information, and reviewing useful grammatical structures. For example, the first simulation day is a time for each family to develop its collective identity with the prescribed constraints. (Appendix D gives a sample of the family descriptions used for a class of eleven.)

This includes planning the budget, deciding on general goals, and illustrating the dwelling and automobile, if there is one. In order to accomplish these tasks, students will need to research how families of the target culture spend their money and discover what typical houses and apartments are like, both as to size, location, floor plan, and exterior appearance. Family goals, both material and non-material, will reflect the personal goals of each individual, as indicated in the description of the role-model. The particular grammatical structure which needs to be prepared for this session of family identity development is the dependent clause as used in sentences beginning, "I think that we should ..." and the phrase, "In my opinion, we should ..." In German both of these structures require particular attention.

In an intermediate level foreign language class it is expected that all oral communication is carried on in the target language. However, as we all well know, when students engage in free conversation, they do not know how to say everything they want to express. To ensure that there is no resorting to English, I have made the following rule: English can be written but never spoken. Therefore, whenever a student needs help, he/she can write the English word or phrase on a slip of paper or on the board and call to Fortuna for assistance. Restricting English to written words limits its use. At the same time, by providing a means for immediate aid and support, student frustration is relieved and conversation in the foreign language is interrupted only minimally.

On the first day of the actual simulation, each family chooses a section of the classroom as its home and spends the class period discussing its financial budget and general goals and in preparing a poster which indicates its identity to the other families.

Let me digress just a bit to describe what took place on the first day when I tried this in my classroom. The students had been prepared to the best of my

ability. We had practiced role-playing in English under the supervision of a psychologist. Students had demonstrated through a written test that they were acquainted, at least cognitively, with their role model. The vocabulary for budgets had been introduced and discussions on the previous day indicated that students were knowledgeable about typical family dwellings and how the average German family spends its money. Numerous examples of how to say, "I think that. ." and "in my opinion, we should . . " had been drilled. Technically we were ready, but I still was very nervous and unsure about how the students would enter in to this new experience. At the beginning of the class period I asked the students to get together into the family units to which they had been assigned and to choose a place in the classroom which would be their home. I provided each family with a budget form (Appendix D), a large sheet of poster board, and several magic markers. The assigned task was to prepare the budget and to make a poster which would list the family members with names and ages, illustrate both the exterior and interior of the dwelling, and also include a picture of the family car if there was one.

In spite of the preparation which we had made, I was very uncertain as to just how things would work out. Would students actually carry out their roles? Would they discuss and complete the assigned tasks? Or would there be mostly just a lot of giggling and embarrassed silences, as had happened on some previous occasions when I had divided the class into discussion groups? After distributing the materials and giving directions orally, I turned to the chalk board to list the items which should be included on the poster. Just before I turned back to the class I remember a brief moment of fear--would the students cooperate? Would they still be sitting rigidly in their chairs? Would the project fail? What actually met my eyes was marvelous! Each family group was in a huddle, on the floor, busily talking and working animatedly on the assigned project.

From that moment on there was no doubt in my mind that this was a valid technique and each class day was an exhilarating experience.

The students immediately, enthusiastically, incorporated the role of the diety, Fortuna, into the simulation. In previous experiences with student discussion groups, as I moved about the room, even though I had indicated my desire to be helpful, I could feel that the students were tense and reticent to speak when I was near them. In contrast, during this simulation, I was literally kept running from family to family as the calls for Fortuna's aid rang out. This difference, in my opinion, resulted from the students' heightened motivation to speak. They were not shy about asking for assistance when they had something they really wanted to say. Inhibitions arising from concern about being overheard by the teacher seemed to vanish as the desire to communicate became the motivating force.

The second and third simulation days are used for the purpose of becoming acquainted with the other citizens of Scheinburg. The first Special Event Cards (Appendix B) give directions for the families to get together, first for afternoon coffee, which is a speical tradition in the German-speaking countries. In preparation for this day, the etiquette and vocabulary for entertaining and being entertained is reviewed.

The afternoon coffees are followed on the next simulation day by separate meetings of the men, women, and young people. To be able to enter into the conversation at these meetings, students need to draw on material from their role model statements. For example, one role-model, a young man who has just finished secondary school, asserts in his statement that he has decided to be a conscientious objector and will absolutely refuse to serve in the military, regardless of the consequences. Students playing roles of adult men need to be knowledgeable about current political issues in Germany, Austria, and Switzerland. They may

also discuss world affairs. Those playing women need to be aware of the particular concerns of their role models and of women of the target culture in general.

By the end of the third simulation day, the necessary foundations have been established, everyone is acquainted, and the simulation may continue under varying degrees of self-propulsion, depending on the students' imagination and creativity, and the teacher's judgment concerning what is useful in terms of language and cultural learning. The Special Event Cards and the Fate Cards indicate what I have used. Suggesting that students imagine themselves in a Soap Opera may help to spark their imagination and add intriguing conversations. It is very important, however, that everything be culturally authentic. In the role of a diety it is easy for the teacher to squelch anything which is not consistent with the target culture and to promote that which is.

There is an element of competition in the simulation game as the families work for financial progress and goal and satisfaction points. (Copies of forms for keeping records of these two factors are included. See Appendix F and Appendix G.) Financial progress is largely beyond the direct control of the families since income is already established at the beginning of the simulation. Therefore progress can be made only through budgeting, investment, and chance successes such as inheritance, lottery winnings, etc. The teacher-diety must decide how many simulation days comprise a monthly pay period and issue pay envelopes on the appropriate days. It helps to have play money printed to use in pay envelopes. This illustrates that people in German speaking countries are most often paid in actual cash rather than by check. From the pay envelopes, families must separate out what is needed for living expenses, and deposit the remainder in the bank. If there is a banker in the simulation, this person could open the bank, accept deposits, and sell the usual lottery tickets. If there is no banker, the teacher-diety can quickly change into this role.

Families are able to control completely the number of Goal and Satisfaction Points which they receive. These are earned through individual written reports of family activities to which Fortuna assigns points. More explicitly, what this means is that each student keeps a journal, written from the viewpoint of the assumed role, in which the simulation day's activities are recorded and reflected upon. Any ideas and plans for the future can also be included. These are turned in to the teacher on each class day following a simulation day, and are given point value, primarily according to length. (The theory is that practice develops fluency--in writing as well as speaking.) The points for each individual are recorded on the family form for Goal and Satisfaction Points and contribute to the family's total score. Score sheets are posted in the classroom.

During the course of the simulation the teacher may need to assume other roles as they become necessary, such as postman, telephone operator, travel agent, etc. As much as possible, needs should be anticipated and Scheinburg citizens prepared to serve in these various functions. However, when an unexpected need arises, Fortuna must be ready to appear in a different form.

After each simulation day there needs to be some time during the following class day for discussion of the simulation experience. This must be done in addition to preparing the cultural, lexical, and grammatical material for the next simulation day. In order to accommodate both the debriefing and preparation it may be necessary at times to intersperse the simulation days with two days of traditional instruction rather than just one.

Grades for students during the simulation project are based on effort, participation, and cultural authenticity. It is my experience that students are motivated by the activity itself rather than by grades. Attendance during the simulation unit has been nearly perfect. One student explained, "We just had

to be there!" Assignments for the class days which intersperse the simulation days can be graded in traditional ways.

My students have been very enthusiastic about the simulation experience. They found the change of pace from the usual modes of instruction refreshing and stimulating. They have been intrigued with their new identity. Most of all they appreciated the opportunity for extended language use. Since many conversations are taking place at the same time, the amount of speaking practice for each student is maximized. Communication is real, not stilted or contrived, with students initiating conversation and asking questions rather than merely responding to stimuli. Even grammar exercises become more meaningful because they are related to actual needs. All in all, extended simulation appears to be a very viable technique in foreign language teaching. Further experimentation with simulation and publication of related materials would be of benefit to foreign language education.

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APPENDIX A

Questions for Taped Statement of Role Models

(Bitte, beantworten Sie kurz die folgenden Fragen. Sprechen Sie langsam und deutlich. Gebrauchen Sie möglichst kurze Sätze und einfache Wörter.)

1. Name (nur Vorname, bitte!)
2. Wohnort
3. Beruf
4. Was machen Sie in Ihrer Freizeit?
5. Wohin möchten Sie reisen?
6. Was möchten Sie zunächst kaufen? (Seien Sie bitte realistisch!)
7. Welche Rolle spielt die Religion in Ihrem Leben?
8. Was sind Ihre persönliche Ziele im Leben und Ihre Hoffungen auf die Zukunft?
9. Welche Eigenschaften soll Ihr Idealbild haben?
10. Wie kann man von den Mitbürgern am besten Respekt verdienen?
11. Was war (oder wird. . sein) eine sehr wichtige Entscheidung in Ihrem Leben?
12. Was sind Ihrer Meinung nach heutzutage die wichtigsten Probleme in Ihrem Land?
13. Welchen EinfluB haben diese Probleme auf Ihr Leben und auf Ihre Familie?
14. Was verschafft Ihnen innere Befriedigung?

Translation of Questions for Taped Statement of Role Models

1. Name (first name only, please).

2. Place of residence.

3. Occupation.

4. What do you do in your free time?

5. Where would you like to travel?

6. What would you like to buy next? (Please be realistic!)

7. What role does religion play in your life?

8. What are your personal goals in life and your hopes for the future?

9. What are the characteristics of your ideal personality?

10. How can one best earn the respect of one's fellow citizens?

11. What was (or will be) an important decision in your life?

12. What, according to your opinion, are today the most important problems in your country? What influence do these problems have on your life and on your family?

APPENDIX B

EREIGNISKARTEN

Kaffeestunde -- Familie Schmidt

Ihr siebenjähriges Kind spielt oft und begeistert mit den Kindern von Müllers. Die Familie Müller hat Sie jetzt auf Sonntagnachmittag zum Kaffee eingeladen. Sie sollen um vier Uhr kommen und die Kinder mitbringen. Wenn Sie ankommen, müssen Sie sich vorstellen. Gebrauchen Sie die Sie-Form mit den Erwachsenen und die Du-Form mit den Kindern! Reden Sie Herrn und Frau Müller nur mit Familiennamen an! Vergessen Sie nicht, Blumen mitzunehmen!

Kaffeestunde -- Familie Müller

Ihre Kinder haben mit dem Kind von Schmidts gespielt. Das Kind von Schmidts ist sogar öfters in Ihr Haus gekommen. Sie wollen die Eltern kennenlernen. Sie haben deswegen die Familie Schmidt auf Sonntagnachmittag zum Kaffee eingeladen. Die Gäste sollen um vier Uhr kommen und die Kinder mitbringen. Wenn Sie ankommen, müssen Sie sich vorstellen. Gebrauchen Sie die Sie-Form mit den Erwachsenen und die Du-Form mit den Kindern! Reden Sie Herrn und Frau Schmidt nur mit Familiennamen an!

Kaffeestunde -- Familie GroB

Erna ist die Nichte von Frau Mauer, die Sie lange nicht gesehen haben, obwohl Sie in derselben Stadt wohnen. Frau Mauer hat Sie (Mutter und Ihre zwei Söhne) auf Sonntagnachmittag zum Kaffee eingeladen. Sie sollen um vier Uhr kommen. Als Sie ankommen, sehen Sie, daB andere Gäste auch kommen. Warten Sie ein biBchen, bis die anderen schon hinein gekommen sind, und Zeit gehabt haben, um es sich bequem zu machen. Da Sie mit der Familie Mauer verwandt sind, gebrauchen Sie die Du-Form. Die anderen Gäste reden Sie in der Sie-Form an. Gebrauchen Sie auch Familiennamen und Titel!

Kaffeestunde -- Familie WeiB

Cornelia hat in der Universität Graz Helga Mauer kennengelernt. Helga hat Sie (Frau WeiB und Cornelia) auf Sonntagnachmittag zu ihrer Mutter (Frau Mauer) zum Kaffee eingeladen. Sie sollen um vier Uhr da sein. Cornelia muB zuerst ihre Mutter mit Helga bekanntmachen. Cornelia und Helga sagen du zu einander. Sonst aber gebrauchen Sie die Sie-Form und reden alle mit Familiennamen und Titeln an!

Kaffeestunde -- Familie Mauer

Helga hat Cornelia WeiB in der Universität Graz kennengelernt. Sie möchte Cornelia mit ihrer Mutter (Maria) und ihrem Bruder (Richard) bekanntmachen. Helga hat deswegen Cornelia und ihre Mutter, Frau WeiB, auf Sonntagnachmittag zum Kaffee eingeladen. Frau Mauer hat auch ihre Nichte, Frau GroB, mit den zwei Söhnen eingeladen. Obwohl Sie in derselben Stadt wohnen, haben Sie die Familie GroB lange nicht gesehen. Alle sollen um vier Uhr kommen. Als die Familie WeiB ankommt, geht Helga an die Tür. Cornelia macht zuerst ihre Mutter mit Helga bekannt. Dann muB Helga Cornelia und Frau WeiB ihrer Mutter (Maria) und ihrem Bruder (Richard) vorstellen. Frau Mauer geht an die Tür, wenn die Familie GroB ankommt und stellt die Familie GroB allen anderen vor. Vergessen Sie nicht mit Familien und Verwandten die Du-Form zu benutzen!

Teen- und Twentreffen -- Cornelia

Die jugendlichen Leute kommen zusammen und besprechen die Probleme, die ihnen am nächsten liegen (zum Beispiel, Studium, Berufswahl, Militärdienst und so weiter). Bestimmen Sie die Zeit und den Ort dieses Treffens und sagen Sie es den anderen!

Frauenstunde -- Frau Schmidt

Laden Sie die Frauen der Gemeinde oder der Nachbarschaft zur Kaffeestunde ein. Themen der Diskussion können folgende sein: die Schule und ihre Schulprobleme, Frauengleichberechtigungsfragen, Lebensmittelpreise, sowie auch Moden, Rezepte usw.

Stammtisch -- Herr Müller

Sie und die anderen Männer treffen sich am Stammtisch. Sie besprechen vor allem politische Probleme. (Sie müssen die Zeit dieses Treffens bestimmen und den anderen Herren davon Bescheid geben.)

Wohnungseinweihung

Sie haben gerade Ihre neue Wohnung bezogen und möchten mit Ihren Verwandten und Freunden Ihre Freude teilen. Laden Sie sie zu einem Abendessen ein und zeigen Sie ihnen Ihre neue Wohnung!

Erster Schultag

Ihr Kind ist jetzt sechs Jahre alt. Es ist zwei Jahre in den Kindergarten gegangen und beginnt jetzt, in die Schule zu gehen. Sie sollen für das Kind eine Schultüte bereiten und den ersten Schultag (morgen) feieren. Vergessen Sie nicht, das Kind mit der Tüte zu photographieren!

Diamantene Hochzeit

Sie sind schon sechzig Jahre verheiratet. Da Sie beide noch gesund und munter sind, planen Sie eine groBzügige Feier für diesen wichtigen Tag! Laden Sie die Gäste rechtzeitig ein!

Konfirmation

Ihr jüngster Sohn wird konfirmiert. Planen Sie den Tag, laden Sie die Gäste ein, und veranstalten Sie die Feier!

Verlobung--Polterabend--Trauung

Richard und Cornelia haben sich entschlossen zu heiraten. Ihre zwei Familien sollen die Feierlichkeiten, die zur Verlobung und Hochzeit gehören, planen und veranstalten. Wie es in Deutschland oft der Fall ist, soll die Verlobung von einer Familie und die Hochzeit von der anderen Familie bewirtet werden. Vergessen Sie die Standesamtliche Trauung nicht!

25jähriges Firmenjubiläum

Als Leiter der Firma sollen Sie die Feier im Büro veranstalten. Ihre Frau muß natürlich dabei helfen.

Überraschungsparty

Planen Sie für einen guten Freund (oder für eine Freundin) eine Party! Die Feier soll eine Überraschung sein! Alle anderen Gäste müssen auch das Geheimnis halten.

50. Geburtstag

Der Vater wird bald fünfzig Jahre alt sein. Dieser wichtige Tag muß groß gefeiert werden. Planen Sie die Feier und laden Sie die Gäste ein.

SPECIAL EVENT CARDS

Afternoon Coffee -- Guests (A)

Your seven year old daughter often plays with the Müller children. Now the Müller family has invited you for coffee on Sunday afternoon. You are to come at 4:00 and bring the children. When you arrive you must introduce yourselves. Use the formal form of address with the adults and the familiar with the children. Also call the adults by their last names and use Mr. and Mrs. Do not forget to take flowers.

Afternoon Coffee -- Hosts (A)

Your children have been playing with the Schmidt's little girl. The Schmidt's girl frequently comes to your house to play also. You would like to get to know the parents, so you have invited the Schmidt family to come for coffee on Sunday afternoon at 4:00 and to bring the children. When they arrive you must introduce yourselves. Use the formal form of address and last name with Mr. and Mrs. when speaking to the adults, but use the familiar form with the children.

Afternoon Coffee -- Guests (B)

You are the neice of Mrs. Mauer, whom you have not seen for a long time, even though you live in the same city. Mrs. Mauer has now invited you and your family for Sunday afternoon coffee. You are to come at 4:00. When you arrive you notice that other guests are arriving too. Wait a bit to let the others have time to get settled before you knock. Since you are relatives of the Mauers, use the familiar form of address with them. You will use the formal form of address with the other guests.

Afternoon Coffee -- Guests (B)

Cornelia (daughter of the family) has learned to know Helga Mauer at the university. Helga has now invited you, Cornelia, and your family to come to her mother's house for Sunday afternoon coffee at 4:00. You must first introduce your parents to Helga, and Helga will introduce you all to her mother. You use the familiar form of address with Helga, but otherwise use last names and titles with the formal form of address.

Afternoon Coffee -- Hosts (B)

You, Helga, have learned to know Cornelia WeiB at the university. You would like to have her meet your mother and brother, so you have invited her and her family to come for Sunday afternoon coffee. Your mother has also invited her neice and family to come. They live in the same city, but you have not seen them for a long time. When Cornelia and her family arrive Helga goes to the door. Cornelia will introduce her family to you and you introduce them to your family. When your relatives arrive, your mother should go to the door to greet them and will then introduce them to everyone present. Use the familiar form of address with family and relatives, the formal form with last names and titles for adults you have just met.

Young People's Get-together

All of the young people meet and discuss their problems, for example, university, compulsory military service, choice of occupation etc. Specify the time, place (perhaps in a Cafe) and notify the other young people.

SPECIAL EVENT CARDS

Women's Group

Invite the women of the neighborhood for coffee. Topics for conversation can be the following: school and school problems, women's rights, grocery prices, and also fashions, recipes etc.

Men's Group

You and the other men get together for a meeting of your hobby club at your usual table in a certain restaurant. The main topic of the conversation is politics. Remind the other men of this meeting.

House Warming

You have just moved into your new apartment and want to share your happiness with your friends and relatives. Invite them to supper and show them around your new quarters.

First Day of School

Your child is now six years old, and, after two years of Kindergarten, is ready to start first grade. Fix the traditional German school cone and tomorrow celebrate this big event. Do not forget to take pictures of your child with the school cone!

Diamond Wedding Anniversary

You have been married 60 years. Since you are both still in good health you want to celebrate your anniversary in grand style. Plan the event and invite the guests.

Confirmation

Your youngest son is going to be confirmed. Plan the day and invite the guests. Research how this important occasion might typically be celebrated.

Engagement--Pre-Wedding--Wedding

Richard and Cornelia have decided to get married. Your two families should plan and carry out the festivities which go with engagement and marriage. As is often the case in Germany, one family should host the engagement party and the other the wedding. Do not forget the civil ceremony.

25th Anniversary of Business

As director of your firm you will need to host this event. Your wife/husband will help. Invite friends and relatives to help celebrate.

Surprise Party

Plan a surprise party for a good friend. Invite the other guests and make the arrangements. Be sure everyone understands that it must be kept secret!

50th Birthday Party

Your father will soon be 50 years old. This important day calls for a big celebration. Plan the event and invite the guests.

APPENDIX C

SCHICKSALSKARTEN

Das Abitur bestanden

Sie haben das Abitur bestanden. Werden Sie weiter studieren? In welchem Fach? Wenn ja, wie wird das Studium bezahlt werden? Obwohl das Studium selbst frei ist, kostet das Essen, ein Zimmer und so weiter ungefähr 500 DM im Monat.

Arbeitsstelle

Da Sie das Abitur bestanden haben, und noch nicht in die Universität gehen dürfen, suchen Sie eine Arbeit. Endlich finden Sie am Bau eine Stelle. Die Arbeit ist schwer, aber Sie verdienen etwas Geld, das Sie sehr brauchen.

Eine Autopanne

Das sechs Jahre alte Auto ist heute früh mitten in der StraBe stehengeblieben. Der Mechaniker sagt, es braucht unbedingt einen neuen Motor, der ungefähr 8000 DM kostet. Ist es jetzt Zeit, einen neuen Wagen zu kaufen, oder soll der alte repariert werden? Erzählen Sie der Familie davon und besprechen Sie mit ihnen das Problem!

Autounfall

Sie haben einen Autounfall gehabt. Obwohl Sie glücklicherweise nicht verletzt sind, ist das Auto völlig kaputt. Erzählen Sie Ihrer Familie davon! Was machen Sie jetzt? Sie bekommen nur 2000 DM Versicherungsgeld.

Berufswahl

Ihr Kind ist bald mit dem vierten Schuljahr fertig. Seine Noten sind gut und die Lehrerin sagt, er soll nächstes Jahr ins Gymnasium gehen. Jetzt muB entschieden werden, auf was für einen Beruf er sich vorbereiten wird. Besprechen Sie diese Probleme in der Familie! Erwägen Sie die Vorteile der verschiedenen Schulrichtungen, die möglich sind, und treffen Sie die Entscheidung! (Sie dürfen auch das Problem mit Ihren Bekannten besprechen.)

Besuch aus Amerika

Verwandte (ein Ehepaar mit einem 1--jährigem Kind) werden Sie besuchen und möchten eine Woche lang bleiben. Sie werden zusätzlich Geld für Lebensmittel brauchen. Wie werden Sie sie unterhalten? Sollen Sie eine Woche Urlaub nehmen, um mit ihnen die Sehenswürdigkeiten der Gegend zu besuchen? Was werden Sie ihnen als Andenken schenken? Sie haben kein Gastzimmer als solches. Wo werden die Gäste schlafen?

Beförderung

Sie sind beruflich befördert worden. Sie sind jetzt der Abteilungsleiter Ihrer Firma. Sie bekommen monatlich 800 DM mehr Lohn. Erzählen Sie Ihrer Familie davon und besprechen Sie, was Sie mit dem Geld machen werden.

Berufstätigkeit der Mutter

Da Sie jetzt ein neues Baby haben, müssen Sie sich entscheiden, ob die Mutter weiter berufstätig sein soll oder nicht. Ihr monatliches Einkommen is 2500 DM. Können Sie mit nur 3500 DM leben? Besprechen Sie die Vorteile und Nachteile, und machen Sie die entsprechenden Pläne! (Die sechs Wochen Mutterschaftsurlaub zur Geburt des Kindes sind bald vorbei.)

Erbe

Der Onkel ist gestorben und Sie haben sein Ferienhaus (im Wert von 150.000 DM) in den Bergen geerbt. Sie müssen sich entscheiden, ob Sie das Haus behalten und selbst benutzen oder verkaufen. Wenn Sie das Haus verkaufen, was machen Sie mit dem Geld?

Führerschein

Ihre 18jährige Tochter will den Führerschein machen. Der Kursus in der Fahrschule kostet 1000 DM. Werden Sie ihr das Geld dafür geben, oder muß sie es selbst verdienen? Wie könnte sie das tun?

Gastarbeiter

Es wohnt eine türkische Familie (Gastarbeiter) in der Nachbarschaft. Sie haben vier Kinder, zwei sind im selben Alter wie Ihre. Sie haben gehört, daß die Mutter sehr wenig Deutsch spricht. Wie wird Ihre Einstellung zu dieser Familie sein?

GroBvaterproblem

Der GroBvater ist zu alt und kränklich, um länger allein zu leben. Soll er in ein Altersheim ziehen, obwohl er sehr dagegen ist, oder bei Ihnen wohnen? Wenn ja, was muß im Familienleben geändert werden? Haben Sie Platz für ihn in der Wohnung? Wird die ganze Last, für ihn zu sorgen, auf die Mutter fallen? Wie ändert sich der finanzielle Zustand der Familie?

Schulproblem

Ihr Kind ist dieses Jahr in der Schule sitzengeblieben. Er ist klug genug aber faul. Er möchte lieber Fußball spielen als lernen. Sie sind sehr enttäuscht. Was machen Sie?

Schwesterproblem

Ihre Schwester, eine Frau mit zwei Kindern im Alter von 4 und 6, ist krank und muß voraussichtlich 5-6 Wochen im Krankenhaus liegen. Da der Schwager tagsüber arbeiten muß, und abends seine Frau besuchen möchte, hat er Sie gebeten, daß die Kinder bei Ihnen wohnen können. Was wird Ihre Antwort sein?

Student als Gast?

Sie haben die Gelegenheit, für zwei Monate im Sommer einen amerikanischen Studenten als Gast zu haben. Sein Aufenthalt würde Ihren finanziellen Zustand ändern--Sie müssen ungefähr 500 DM extra an Lebensmittelkosten rechnen. Wo würde er schlafen? Wer würde ihn betreuen und unterhalten?

Taschengeldproblem

Die Kinder meinen, sie bekommen nicht genug Taschengeld. Ihre Schulkameraden, so sagen sie, bekommen wesentlich mehr. Besprechen Sie das Problem und kommen Sie zu einer Entscheidung.

Heiratsentscheid -- Richard

Sie haben Cornelia kennengelernt und meinen, sie sei die ideale Frau für Sie. Sie haben um ihre Hand gebeten, und sie hat "Ja" gesagt. Erzählen Sie Ihrer Familie davon, und besprechen Sie die Änderungen, die auf die Familie zukommen werden!

Heiratsentscheid -- Cornelia

Sie haben Richard kennengelernt und er gefällt Ihnen sehr gut. Er hat Sie um Ihre Hand gebeten, und Sie haben "Ja" gesagt. Erzählen Sie Ihrer Familie davon, und besprechen Sie die Änderungen, die auf die Familie zukommen werden.

Hochzeitsreise

Besprechen Sie mit Cornelia Ihre Hochzeitsreise. Es gibt in den Vereinigten Staaten eine Konferenz, die Sie gerne besuchen möchten. Können Sie diese Konferenz mit einer Hochzeitsreise kombinieren? Aber soll man auf einer Hochzeitsreise nicht etwas planen, was man zusammen machen kann? Was würde Cornelia machen, während Sie an den Sitzungen der Konferenz teilnehmen? Das wäre sicher für sie keine schöne Zeit, oder?

Patenkindproblem

Ihr zehnjähriges Patenkind scheint sehr musikalisch zu sein. Sie will Klavierunterricht nehmen, aber die Eltern haben nicht genug Geld dafür. Klavierstunden kosten wöchentlich 50 DM. Ein Klavier muß sie natürlich auch haben. Das billigste kostet 4000 DM. Was machen Sie?

Todesfall

Ihre kinderlose Tante ist plötzlich gestorben. Da Sie die nächste Verwandte sind, müssen Sie das Begräbnis arrangieren. Schreiben Sie eine Todesanzeige für die Zeitung und geben Sie brieflich den anderen Verwandten, Freunden und Nachbarn Mitteilung. (Das Krankenhaus hat schon das Beerdigungsinstitut angerufen; Sie müssen aber mit dem Pfarrer sprechen.)

Urlaubsreise

Wohin werden Sie dieses Jahr in den Urlaub fahren? Besprechen Sie die Möglichkeiten und machen Sie Pläne! Werden Sie mit dem Auto, dem Zug oder mit dem Flugzeug reisen? Werden Sie im Hotel schlafen? Vielleicht wäre es praktisch, einen Wohnwagen zu kaufen--oder ein Zelt. Wie wird die Reise bezahlt? Haben Sie schon genug Geld dafür, oder müssen Sie erst noch sparen?

Wohnungsortproblem

Sie haben die Gelegenheit, beruflich einen höhern Rang zu erreichen mit entsprechend viel Geld (im Monat 500 DM mehr), aber Sie müssen dann nach Köln umziehen. Würden Sie das Angebot akzeptieren?

Wohnungsproblem

Ihre Wohnung ist wirklich zu klein. Außerdem wäre es viel schöner, wenn Sie eine Eigentumswohnung hätten. Wie können Sie mehr Geld sparen? Wie können Sie das Familieneinkommen vergrößern? Besprechen Sie die Möglichkeiten und entscheiden Sie, was Sie machen werden! Besuchen Sie die Bank! Vielleicht können Sie das Geld dort leihen.

Passing the Secondary School Examination

You have just passed your secondary school examination. Will you continue your studies at the university? In what field? If yes, how will your education be financed?

Employment

Since you have passed your secondary school examination, and may not begin attending the university yet, you look for a job. Finally you find one in housing construction. The work is hard, but you are earning some money which you badly need.

Car Trouble

Your six year old car suddenly stopped today in the middle of the street. The mechanic says it needs a new motor. Is it time to buy a new car, or should the old one be repaired? Tell your family about the problem and discuss with them what is to be done.

Car Accident

You have had an accident. Even though you were luckily not injured, the car was totaled. Tell your family about it. What will you do now? The insurance money is not enough to cover the cost of a new car.

Professional Choice

Your child is nearly finished with the 4th grade. His grades are good and the teacher says he should attend a university preparatory school next year. It must be decided now what kind of a profession he should prepare for. Discuss this problem with the family. Weigh the advantages and disadvantages of the different types of education which are possible, and reach a decision. (You may also discuss this problem with friends and relatives.)

Visit from America

Relatives with a one year old child are going to visit you and stay for a week. You will need extra money for groceries. How will you entertain them? Should you take a week's vacation in order to take them to the sights of the region. What will you give them as a remembrance? You have no guestroom. Where will the guests sleep?

Promotion

You have just been promoted and received a raise. You are now the foreman of your department. You also received a good raise. Tell your family about it and discuss with them what you will do with the money.

Professional Life of the Mother

Now that you have a new baby you must decide if the mother will continue her career. Can you live without the income which she brings in to the family? Discuss the advantages and disadvantages and make plans accordingly. (The six weeks leave which a mother gets at the birth of a child will soon be up.)

FATE CARDS

Inheritance

Your uncle has died and you have inherited his vacation home in the mountains. You must decide if you will keep the house and use it or sell it. If you sell the house, what will you do with the money?

Driver's License

Your 18 year old daughter wants to get her driver's license. The cost of the course at the driving school is very high. Will you give her the money for it or will she have to earn it? How could she do that?

Foreign Workers

There is a Turkish family living in your neighborhood. They have 4 children, 2 of whom are the same ages as your two children. You have heard that the mother speaks very little _____. What will be your relationship to this family?

Grandfather Problem

Grandfather is too old and sickly to live alone any longer. Should he go to an old people's home, which he is very much against, or live with you? If he lives with you, how will your family life be changed? Do you have room for him? Will the entire burden for his care fall on the mother? How will your decision affect the family finances?

School Problem

Your child failed his grade this year and must repeat it. He is smart enough, but lazy. He prefers to play soccer rather than doing his homework. You are very disappointed. What do you do?

Sister Problem

Your sister, a woman with two children, ages 4 and 6, is sick and will probably have to be in the hospital for 5-6 weeks. Since your brother-in-law works during the day and in the evening wants to visit his wife, he asked you if the children could stay with you. What is your answer?

Student as Guest?

You have the opportunity to have an American student in your home for two months this summer. His stay would change your financial circumstances since you must pay out more money for groceries. Where would he sleep? Who would give him companionship and entertain him?

Allowance Problem

The children think that they are not receiving an adequate allowance. Their schoolmates get more, they say. Discuss the problem and come to a decision.

FATE CARDS

Death

Your childless aunt has suddenly died. Since you are the closest relative you must make the arrangements for burial. Write the death notice for the newspaper and also write notes to the other relatives, friends, and neighbors. The hospital has already called the mortician; however, you will need to talk to the pastor.

Vacation Trip

Where will you go this year for your vacation? Discuss the possibilities and make plans. Will you go by car, train, or plane? Will you sleep in hotels? Perhaps it would be practical to buy a travel trailer--or a tent. How will you pay for the trip? Do you already have enough money, or do you need to save up first?

Problem of Business Transfer

You have the opportunity to be promoted professionally, with a corresponding increase in salary. It will mean, however, that you will need to move to another city. Will you accept the opportunity?

Apartment Problem

Your apartment is really too small. Also, it would be much nicer if you had your own home. How can you save more money? How can you increase your family income? Discuss the possibilities and decide what you will do. Visit the bank. Perhaps you can borrow money there.

Decision to Marry -- Man

You have learned to know _____ and think that she would be the ideal wife for you. You have asked for her hand and she has said "Yes". Tell your family about it and discuss with them the changes that will take place in your family because of this decision.

Decision to Marry - Woman

You have learned to know _____ and like him very much. He has asked you to marry him and you have said "Yes". Tell your family about it and discuss the changes which will take place in your family because of this decision.

Wedding Trip

Discuss with your bride-to-be/husband-to-be your wedding trip. There is a conference in the United States which you would like to attend. Could you combine this with your honeymoon? But shouldn't you plan things for your honeymoon which you can do together? What would your spouse do while you were in meetings?

Godchild Problem

Your 10 year old godchild seems to be very musical. She wants to take piano lessons but her parents do not have enough money. Lessons are very expensive and she would also need a piano. What will you do?

FAMILIEN (für 11 Teilnehmer)

Die Familie Mauer: Mutter, Maria, Rentnerin, 70 Jahre alt
Sohn, Richard, Zahnarzt, 32 Jahre alt
Tochter, Helga, Lehrerin, 28 Jahre alt
(Es gibt noch zwei ältere Kinder, die verheiratet sind.)

Sie haben ein kleines Eigenheim. Helga hat ihre eigene Wohnung.
Einkommen -- 9000 DM monatlich (zwei Einkommen, eine Pension)

Die Familie WeiB: Mutter, Betti, Hausfrau, 50 Jahre alt
Tochter, Cornelia, Studentin, 25 Jahre alt
(Es gibt noch zwei jüngere Kinder, eine Tochter 16 Jahre alt, und einen Sohn 10 Jahre alt. Der Vater ist auf Geschäftsreisen weg.)

Sie haben eine Wohnung. Einkommen -- 3500 DM

Die Familie Müller: Vater, Werner, Bankier, 38 Jahre alt
Mutter, Bärbl, Hausfrau, 32 Jahre alt
(Sie haben drei Kinder, die 6, 8 und 11 Jahre alt sind.)

Sie haben eine Wohnung, hoffen, ein Eigenheim zu bauen.
Einkommen -- 7500 DM monatlich

Die Familie Schmidt: Vater, Hermann, Bäcker, 45 Jahre alt
Mutter, Elfriede, Arztsekretärin, 40 Jahre alt
(Sie haben zwei Kinder; das eine ist 7 Jahre alt, das Baby erst 2 Wochen)

Sie haben ein Eigenheim.
Einkommen -- 6000 DM monatlich (zwei Einkommen)

Die Familie GroB: Mutter, Erna, Hausfrau, 48 Jahre alt
Sohn, Thomas, Schüler, 19 Jahre alt
(Sie haben einen jüngeren Sohn, 14 Jahre alt. Der Vater ist auf Geschäftsreisen weg.)

Sie haben ein Eigenheim. Einkommen -- 5000 DM monatlich

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Personen:

Frauen	Männer	Jugendlichen
Maria Mauer	Richard Mauer	Helga Mauer
Betti WeiB	Werner Müller	Cornelia WeiB
Bärbl Müller	Hermann Schmidt	Thomas GroB
Elfriede Schmidt		
Erna GroB		

Familien-Verwandtschaften und Bekanntschaften am Anfang:
Mauer - WeiB: Helga Mauer hat Cornelia WeiB auf der Universität kennen gelernt.
Mauer - GroB: Frau GroB ist die Nichte von Frau Mauer.
Mauer - Müller: Herr Dr. Mauer und Herr Müller sind beide Mitglieder des Kleingärtnervereins.
Mauer - Schmidt: Frau Mauer und Frau Schmidt gehören zum selben Frauenkreis.
Müller - Schmidt: Die Kinder der Familien spielen zusammen.

FAMILIES (for 11 participants)

The Mauer Family: Mother, Maria, retired, 70 years old
Son, Richard, dentist, 32 years old
Daughter, teacher, 28 years old
(Thereare two older children who are married)

You have a small home of your own. Helga has her own apartment.
Income -- 9000 DM monthly (two incomes, one pension)

The WeiB Family: Mother, Betti, housewife, 50 years old
Daughter, Cornelia, student, 25 years old
(There are two other younger children, a daughter 16 years old, and a son 10 years old. The father is away on a business trip.)

You have an apartment. Income -- 3500 DM

The Müller Family: Father, Werner, banker, 38 years old
Mother, Bärbl, housewife, 32 years old
(You have 3 children who are 6, 8 and 11 years old.)

You have an apartment but hope to build your own home.
Income -- 7500 DM monatlich

The Schmidt Family: Father, Hermann, baker, 45 years old
Mother, Elfriede, physician's secretary, 40 years old
(You have 2 children who are 7 years old and a baby just 2 weeks old.)

You have your own home. Income -- 6000 DM monthly (two incomes)

The GroB Family: Mother, Erna, housewife, 48 years old
Son, Thomas, finishing secondary school, 19 years old
(You have a younger son, 14 years old. The father is away on a business trip.)

You have your own home. Income -- 5000 DM monthly

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Persons:

Women	Men	Young People
Maria Mauer	Richard Mauer	Helga Mauer
Betti WeiB	Werner Müller	Cornelia WeiB
Bärbl Müller	Hermann Schmidt	Thomas GroB
Elfriede Schmidt		
Erna GroB		

Family relationships at the beginning:
Mauer - WeiB: Helga Mauer has met Cornelia WeiB at the university.
Mauer - GroB: Mrs. GroB is the neice of Mrs. Mauer.
Mauer - Müller: Dr. Mauer and Mr. Müller are both members of the men's garden club.
Mauer - Schmidt: Mrs. Mauer and Mrs. Schmidt both belong to the same women's group.
Müller - Schmidt: The children of these families play together.

APPENDIX E

Der Haushaltsplan

Steuern und Sozialversicherung	_____	DM
Wohnung, einschlieBlich Heizung, Elektrizität, Telefon usw.	_____	
Lebensmittel, einschlieBlich Mahlzeiten in Gaststätten	_____	
Alkoholische Getränke	_____	
Verkehr:		
Auto: Raten	_____	
Benzin, Öl usw.	_____	
Versicherung	_____	
Fahrräder, StraBenbahnen usw.	_____	
Kleidung	_____	
Körper- und Gesundheitspflege	_____	
Möbel	_____	
Radio-, Fernseh- und Phonogeräte	_____	
Haushaltskosten	_____	
Erziehung (Zeitungen, Zeitschriften, Bücher usw.)	_____	
Kultur, Hobbies und Sport	_____	
Taschengeld für Erwachsene	_____	
Taschengeld für Kinder	_____	
Spende	_____	
Sparen	_____	
Verschiedene Kosten	_____	
Summe	_____	DM

The Family Budget

Taxes and social security	_____
Residence, including utilities, phone etc.	_____
Food, including meals in restaurants	_____
Alcoholic beverages	_____
Transportation:	
Car: payments	_____
gas, oil, etc.	_____
insurance	_____
Bicycles, streetcars, etc.	_____
Clothing	_____
Body and health care	_____
Furniture	_____
Radio, TV, stereo	_____
Household expenses	_____
Education (newspapers, magazines, books, etc.)	_____
Culture, hobbies, sports	_____
Allowance for adults	_____
Allowance for children	_____
Contributions	_____
Savings	_____
Miscellaneous expenses	_____
Total	_____

APPENDIX F

Finanzielle Fortschritte
(Financial Progress)

Familenname _____
(Family Name)

Datum (Date)	Ereignis (Event)	Ausgabe (Expenditure)	Einzahlung (Receipt)	Guthaben (Balance)

38

39

35

Ziel- und Zufriedenheitspunkte
(Goal and Satisfaction Points)

Familienname
(Family Name) _____

Datum (Date)	Ereignis (Event)	Punkte (0-100) (Points)

APPENDIX G

40

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SUPPLEMENTARY RESOURCES

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